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EDT 514

TPACK Learning Activity

Google Research Activity

**Description:**

Prior to this learning activity, students will have studied a unit on travel. In this unit, students will be learning and using vocabulary that deals with airline travel, and grammar that teaches them to talk about what they are doing right now (present-progressive tense). As a form of alternative and authentic assessment students will ultimately create a video using Windows Movie Maker documenting their travel to a Spanish-speaking country. Students will use the video as a personal journal to describe what they are doing, and seeing in present time as well as to discuss their experience traveling on an airplane. Students will be required to gather information about a Spanish-speaking country such as capital, demographics, best way to travel, cost of travel, places of interest, and types of food eaten. The students will compile this information as well as images that they gather from another activity to plan, and create a digital movie with narration in Spanish.

In this particular activity, students will be conducting a Google Search in order to gather information about a Spanish-speaking country of their choice. During this research activity, students will be placed into groups of two-three. Each group will choose a country that they want to visit. Once they choose a country they will research information about that country such as its capital, population, languages spoken, and places of interest. This information will provide context for their video as well as teach them about different Spanish-speaking countries and their cultures.

Students will be conducting research on the fifteen computers available in the media center. If the media center is in use there are two computer labs that we could use as well. The computers in the media center are a lot newer and faster than the ones in the computer labs.

In order to prepare students so that they are ready to research specific information on their country, I will prepare a list of guiding questions. These questions will help students to filter for and gather select information that they will need for their video. Before conducting the research, we will discuss Boolean search terms, and how to use them. Also, we will discuss appropriate/reliable sites and how to cross check several sites to make sure information is accurate. Students will be given a citation guide to collect the resources they use to gather their information.

**Learning Objective:**

The learner will gather and evaluate information about a Spanish-speaking country including cultural artifacts.

The learner will gather and evaluate information about the practices and products of a Spanish-speaking country for example, art and museums or indigenous cultures and ruins.

**Technology Integration:**

With technology, students will be able to learn about a Spanish-speaking country. They will be able to see places, and virtually visit points of interest that they would normally not be able to do without technology. Since each group will be working on a different country, students will be able to ultimately learn about multiple Spanish-speaking countries. Essentially students will be able to read about, and virtually experience cultural practices and products in their chosen country. Technology changes the instructional process for me as the teacher. First, it lessons my role as lecturer. I don’t have to teach about each individual country. Students will learn about multiple countries through their peers’ videos that they will ultimately watch. Instead of constantly leading the class, I will be working more cooperatively with the students as a guide.

**Connection to the Standards:**

1. **World Language Standards:**

* Communication Standard 1.1 Interpersonal- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
* Communication Standard 1.2 Interpretive- Students understand and interpret written and spoken language on a variety of topics.
* Communication Standard 1.3 Presentational- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
* Cultures Standard 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
* Connections Standard 3.1-Students reinforce and further their knowledge of other disciplines through the foreign language.
* Communities Standard 5.1-Students use the language both within and beyond the school setting

1. **Technology Standards**

* Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
* Digital Citizenship- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
* Technology Operations and Concepts -Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Student Prior Knowledge:**

Before beginning this particular learning activity, students will be learning vocabulary and grammar to talk about traveling, and airplanes. I will activate prior knowledge by making connections to students’ lives by asking them to brainstorm about traveling. I will ask if someone has ever traveled on an airplane, went on a vacation etc. and what they types of things they needed to know about the place they were going. A concept definition map will be used to brainstorm. I will ask students to brainstorm in small groups for about five minutes and then we will share ideas as a class. I will model a search for the students.

**Content Knowledge:**

I studied Spanish all my life. I have spent the last five years teaching Spanish. I don’t know 100 % of every place of interest that the students might find in different speaking countries. I do know important places to direct them to like museums, ancient pyramids, and ancient ruins. I know what types of information students will need to gather when traveling to a Spanish speaking country because I have traveled to a Spanish-speaking country. I also know the vocabulary and grammar necessary to conduct travel on an airplane and to describe what is happening at the present moment. As the teacher, I feel it is necessary for me to be able to point the students to specific places of interest in each country. It is also necessary that I am able to provide students with vocabulary and grammar that they can use for effective communication. For this particular activity, I also think it important to know copyright laws and to share with the students proper citation techniques. Please see student assignment for more information. It is included at the end of this document.

**Pedagogical Knowledge:**

During this activity, I will be activating the students’ prior knowledge, and using modeling as my main instructional techniques. It is important for the students to think critically about the types of information that they need when traveling to a foreign country. Activating prior knowledge about the types of experiences they may have had traveling will allow them to make connections to their lives. I will model proper usage of the vocabulary and grammar that the students will need to talk about the places they find to visit in their country. Vocabulary will be taught using pictures so that students are able to make object word associations. Classroom discussion will be used to activate prior knowledge and to get students thinking critically about traveling. These strategies are important and best suited for the activity because they allow students to make connections to their lives and to information that they already know. Modeling is important to use because students often learn by seeing something done first, and then conducting the same actions on their own. Modeling allows for the activation of all of the senses.

**Technology Knowledge:**

With regards to technology, I know how to use a computer and the internet. I also know how to conduct an effective search using a search engine such as Google and Boolean search terms. I am able to share with students the type of websites they should use to gather the most accurate information for their search. In order to be successful with teaching this learning activity, an instructor would need to know how to use a computer, the internet, and how to conduct an effective search. I also think it is important to be knowledgeable about saving files and images. It is important for the instructor to know about the copyright laws, and how to cite sources used for information.

**TPACK Analysis:**

I think that teaching students about traveling to a numerous amount of Spanish-speaking countries will get boring and overwhelm them. Using technology will allow students to explore places of interest and the cultures of these particular countries in their groups. They will gather information about their particular country and eventually share this information in an entertaining way via digital videos. Allowing students to explore the internet to learn about these countries will lead them to learn about people and places that they would not otherwise learn about. It will also keep them engaged. If students are not engaged they are less motivated to use the language and less likely to remember or internalize their learning. Studies show the importance of motivation and engagement in the learning process.

**Assessment Plan:**

Students will be assessed for this learning activity with a rubric that outlines the expectations that they should meet during the activity. I will assess their learning through their participation as well as the information they have gathered about their country. Students will demonstrate their knowledge by answering the guiding questions that they will receive prior to conducting the research. I will know that my learning objective has been met if students have gathered sufficient information about their country to explain what types of places, or cultural products they expect to see on during their travel. Students will gather and save information that they compile during research.

C:\Users\Carissa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXMXIZU2\MC900326942[1].wmfUn viaje al extranjero

C:\Users\Carissa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXMXIZU2\MC900406436[1].wmfImagine that you and your best friend have been given the opportunity to travel to any Spanish-speaking country that you want to visit. Before you can travel you must gather information about the country you want to visit, and make travel plans. For this activity, you and your partner will choose a country and conduct a Google search using Boolean search terms like “and” “not” etc. to gather information about the place you will visit. This information should include important and interesting places you could visit, and information about the culture of the country. You will collect and save your information because it will ultimately be used in travel digital video journal that you will be creating. This part of the project is worth 30 points.

Use the guide and rubrics to help you conduct your search.

My partner and I are traveling to:

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# Rubric for Google Search

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| --- | --- | --- | --- |
| Categories | Excellent | Good | Poor |
| Information  Comments: | The students gather a proper amount of information to plan travel to a Spanish-speaking country and see more than two places of interest, and learn about the culture of the country studied.  10 9 8 | The students gather information to plan travel to a Spanish-speaking country. This information may only include one place of interest and learn about the culture.  7 6 5 | The students barely gather information to plan to travel to a Spanish-speaking country. This information does not include any places interest or anything that deals with culture.  4 3 2 1 |
| Participation  Comments: | The students participate in the research. Both partners are researching and gathering information. They are on task 100% of the time.  10 9 8 | The students participate in the research. One partner is clearly conducting more research and gathering more information than the other. They are not on task 100% of the time.  7 6 5 | The students are not participating in research at all or one partner is doing all of the work so he/she has to be graded individually. They are task less than 50% of the time.  4 3 2 1 |
| Citation  Comments: | Students are gathering web addresses and citing sources they got their information from.  10 9 8 | Students are gathering web addresses and citing sources they got their information from sometimes.  7 6 5 | Students are not gathering web addresses or citing sources they got their information from.  4 3 2 1 |

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**TRAVELING TO A SPANISH-SPEAKING COUNTRY**

Guiding Questions

1. What country are you traveling to?

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1. What is the capital of that country?

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1. What are other major cities in that country?

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1. What city do you plan to stay in that country?

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1. How will you travel around the country? What is the country’s most popular form of transportation?

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1. What are the languages spoken in the country?   
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2. What is the government like in that country? Do they have a president? A king? A dictator?

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1. What are some places that you might be interested in visiting? Museums? Beaches?

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1. Are there any ancient ruins, landmarks, pyramids, etc that the country is known for?

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1. What types of landforms/ geological features does the country boast?

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1. What does the population of the country look like? Is there anything interesting about the population? Is there an indigenous population? What are they known for?

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1. What are some interesting things you learned in your search about the country you are going to visit?

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1. Who are some famous or well-known people from that country?

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1. What are some typical dishes/types of food that you would encounter in that country?

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1. What kind of music is popular/ native to the country? Who are some of the musicians?

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Use the table below to cite the websites that you gathered your information from. You should use at least three different websites for your information. You should also verify that the information from your website is accurate by cross-checking it with another website. It is important to give credit where credit is due and this list will help you in future!

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| Information | Websites Used |
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